

Spring 1-15-2001

## ENG 2601-001

Ruth Hoberman  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_spring2001](http://thekeep.eiu.edu/english_syllabi_spring2001)



Part of the [English Language and Literature Commons](#)

---

### Recommended Citation

Hoberman, Ruth, "ENG 2601-001" (2001). *Spring 2001*. 63.  
[http://thekeep.eiu.edu/english\\_syllabi\\_spring2001/63](http://thekeep.eiu.edu/english_syllabi_spring2001/63)

This Article is brought to you for free and open access by the 2001 at The Keep. It has been accepted for inclusion in Spring 2001 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

English 2601  
 Ruth Hoberman  
 Ch 339 A  
 Phone: 581-6289 E-mail[cfrh@eiu.edu]  
 Office Hours: MWF 1-2; Fri 10-11

Spring 2001

**Texts:** Homer, The Iliad (Lombardo, transl)  
The Odyssey (Fitzgerald, trans)  
 Mack, Norton Anthology of World Masterpieces  
 Hanning and Ferrante (trans) Lais of Marie de France  
 Dante, The Inferno (Ciardi, trans)  
 Boccaccio, The Decameron (Musa and Bondanella, trans)  
 Grene (trans) Greek Tragedies vol 3

**Goals:** The premise of the course is that there are certain works so central to western literature that they simply must be read if that literature is to be understood. Writers often respond to earlier writers in their work; Homer, Dante, Petrarch, and others have served as models for countless English writers. Obviously, it's useful to have read them.

But these works also continue to fascinate in their own right, and the bulk of class-time will be devoted simply to talking about them: what they're saying, how we respond to them, what makes them work. As we talk about them, it's important to remember that we're reading them in translation and many centuries after they were written. In some ways they will remain unreachable, therefore; we read them only in the light of our own culture and language, and must struggle to penetrate the profoundly different worlds from which they emerged. In other ways, though, they are strangely contemporary, posing questions about how one should live, what one should value, whom one should admire . . . questions, obviously, that still concern us.

At the end of the semester you should have a greater familiarity with various literary genres, literary periods, and the western literary canon, as well as a bunch of new books to love.

**Policies:** English Department statement on plagiarism:

Any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

Plan to hand in papers on time. If you're having problems, let me know. **Papers a week or more late will not be accepted at all.**

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

This class involves a heavy reading load; make sure you plan your time so that you can keep up with the reading. Note that a portion of the grade is based on class participation and weekly responses--both of which require keeping up with the reading and (obviously) being in class.

**Requirements:** two exams and a final (10/10/20%)

2 essays (3-5 pp each) (25%)

weekly responses (20%)

several group presentations; careful preparation of reading assignments and participation in class discussion; other brief assignments/quizzes as appropriate (15%)

Essay grades will be based on Standards for Grading Themes at EIU. I plan to use number rather than letter

grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 70-80=C. 65-69=D. Because I grade on a 100-point scale, missing assignments affect the grade tremendously.

**Responses:** Each week you will be required to hand in a 1-2 page typed response to the assigned reading for any one of the three class periods (you choose which). **The response must be about the reading due on the day you hand it in; it should reflect your thoughts BEFORE class discussion. I will not accept responses handed in after the class period in which the relevant assignment has been discussed. Responses must be handed in at the end of the class for which they are relevant and must be typed.** The point of the responses is to stimulate your thinking about the assigned reading, to give you practice in analyzing it on your own, and to facilitate your involvement in class discussion.

In each response provide:

1. A brief (1 para) discussion of plot: what is the major event or conflict in the assigned portion? What questions do you have about plot? [If you like to draw, you may do this part of the response in the form of an illustration or cartoon.]
2. Some observation which you make and develop about the reading. I'm supplying you with a page of questions to help you come up with observations. Focus on ONE issue or point and develop it in a substantial paragraph(s), quoting at some point directly from the assigned reading (and providing page number in parentheses each time. I will grade responses on a 10-point scale, in terms of their completeness, depth, precision, thoughtfulness. Every response should be anchored in a careful reading of the text; ALWAYS include at least one brief direct quotation as part of your response.

If illness or personal emergency keeps you from being in class on the day on which you intended to hand in a response you have two options: 1. hand in a response for another class day that week instead; 2. **as a last resort**, send the assignment to class with someone else **and follow up with a phone call to explain**. While no one will be penalized for emergencies beyond his/her control, I do think that each person has an obligation to contribute to the learning of his/her classmates. For that reason it's crucial that these weekly responses be prepared carefully and handed in as requested.

**Presentations:** Frequently I'll ask you to discuss assigned texts in groups of 4 or 5. Occasionally I'll ask each group to take responsibility for a portion of the reading assignment and present it to the rest of the class. You will have time in class to prepare these 10-12 minute presentations. Your presentation will be the only way your classmates will have access to this material, so make sure your presentation is clear, interesting, and fun.

#### Tentative Syllabus

##### I. The Ancient World: The Greeks

Mon Jan 8: Intro to course

for Wed Jan 10: Read Iliad (Lombardo) Book 1

Fri. Jan 12: Books 3; 6 [hand in response on either Wed. or Fri.]

Mon. Jan 15: no class

Wed Jan 17: Books 9; 14-16

Fri Jan 19: Books 18-21 [hand in response on either Wed. or Fri.]

Mon Jan 22: Books 22-24.

Wed Jan 24: Odyssey (Fitzgerald), Book 1

Fri Jan 26: Books 2-4 [hand in response on M, Wed, or Fri]

Mon Jan 29: Books 5-8

Wed Jan 31: Books 9-12 (13-16 optional)

Fri Feb 2: Books 17-20 (18 optional) [hand in response on M,W, or F]

Mon Feb 5: Books 21-24

Wed Feb 7: Essay #1 due. Sappho (hand-out). Bring Grene and Lattimore and Norton. Groups: decide on tragedy

Fri Feb 9: Greek tragedy: group discussions [no response due]

Mon Feb 12: Group discussions

Wed Feb 14: Group presentations [no response due]

Fri Feb 16: no class

Mon Feb 19: Aristophanes, Lysistrata in Norton

Wed Feb 21: Aristophanes [no response due this week]

Fri Feb 23: Review

Mon Feb 26: Exam on ancient Greece

## II. The Ancient World: The Romans

Wed Feb 28: Virgil, Aeneid in Norton: 844-853

Fri March 2: 853-877 [hand in response W or F]

Mon March 5: 877-917

## III. The Middle Ages

Wed March 7: Lays of Marie de France: "Guigemar"

Fri March 9: "Yonec," "Bisclavret," "Eliduc" [hand in response M, W, or F]

March 12-16: Spring Break

Mon March 19: Dante, Inferno. I

Wed March 21: Dante, Inferno. II-IV.

Fri March 23: V-VIII [hand in response M, W, or F]. Groups choose from cantos 9-22

Mon March 26: Group discussions

Wed March 28: Group presentations

Fri. March 30: XIX-XXII [hand in response M, W, or F]

Mon. Ap 2: XXIII-XXXIV [optional: XXIV-XXV; XXIX-XXX]

Wed. Ap 4: Exam: Romans and Middle Ages

Fri. Ap 6: Petrarch (hand-out) [no response due this week]

## IV. The Renaissance

Mon. Ap 9: Boccaccio in Musa and Bondanella 1-37. Groups choose stories from pp. 38-128

Wed Ap 11: Group discussions

Fri Ap 13: Group presentations [hand in response M, W or F]

Mon Ap 16: Boccaccio 128-147

Wed Ap 18: Don Quixote in Norton, 1819-1844. Essay #2 due.

Fri Ap 20: DQ 1844-1869. [no response due this week]

Mon Ap 23: DQ 1870-1902

Wed Ap 25: DQ 1902-1927

Fri April 27: DQ 1927-1955. [hand in response M, W, or F]

There will be a final exam during final exam week.